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ABSTRACT

The Quinault Summer Education Camp in Taholah, Washington, offered 6 weekly sessions (extending from July 14, 1970 to August 21, 1970) to Indian children ranging from preschool age to the 12th-grade level. The program, designed to fit the needs of the Quinault children, emphasized a "process" approach to reading, science, and arts and crafts wherein the intent of the program was to capture the child's interest rather than capturing the child and enforcing his interest. In this report on Camp Chitwhin, a program description is provided in addition to (1) an outline of the educational recreational activities, (2) a copy of the flexible camp schedule, and (3) a list of 12 recommendations for improvement. (FF)

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Quinault Summer Education Program - 1970

Final Report on Camp Chitwhin

Submitted By

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to the

Quinault Tribal Council

and

Quinault Tribal Community Action Program

Taholah, Washington 98587

RC006214

Camp Chitwhin, the Quinault Summer Education Camp, completed its second full season of operation on Eagles' Lake. The camp hosted children, ranging in age from pre-school through twelfth grade, in six weekly sessions between 14 July and 21 August. Each session this year lasted from 10:30 a.m. Tuesday-9:00 p.m. Saturday to allow parents a chance to visit, observe and participate in the program...

Another innovation this year was to extend invitations for camp to Indian children in Queets as well as in the nearby communities. The turnout from areas other than Taholah was a small but hopeful sign that Camp Chitwhin could also serve as a unifying influence for the Quinault Nation.

Extensive effort was placed this year upon development of an educational program to fit the needs of the children as well as to the best possible use of the facilities available. Considering the location of the camp and the size of the staff, a "process" approach to reading was chosen with emphasis also placed on science, arts and crafts. This modern "back door" approach to education is unstructured to allow guided experience and creativity, in an atmosphere of acceptance, to foster new self insights as well as making education fun. The child is "learning by doing" or "experiencing."

The first two weeks of July were spent in building facilities, camp preparation, staff orientation, gathering necessary supplies and development of a program. Prior to July, volunteer community members spent several week-ends building a water reservior

behind the camp as well as completing a third cabin and laying the foundation for bathroom facilities. Sani-Safe Corporation of Tacoma donated over $2000 worth of labor and materials towards installation of a septic tank and plumbing for the bathroom. The Weyerhauser Foundation also donated $500 worth of lumber at mill cost for present and future camp development. A large gas range and refrigerator were purchased to improve food preparation and storage. In general, the camp facilities acquisition and construction this year were primarily concerned with sanitation.

Isolated twenty-six miles back on the reservation, a generator was the only source of electrical power for vital lights, audio-visual equipment and refrigeration. During the first week of operation, the tribal generator broke down. Mr. John Chase, B. I. A., came to the rescue with a generator which we used for the rest of the season. He, as well as other B. I. A., came to the rescue with a generator which we used for the rest of the season. He, as well as other B.I.A. staff, were responsible for securing a ten kilowatt generator from G.S.A. (Fort Lewis) for Camp Chitwhin in future years.

Further Bureau of Indian Affairs involvement includes the special mention of Mr. Al Kallan who was responsible for most of the camp funding. He visited camp several times this season, spending several hours each time taking pictures, giving suggestions and encouragement. Mr. Lozar, B.I.A. Asst. Supt., also visited camp this year as well as providing valuable assistance throughout our program.

The Summer Education Program also received funding this year from Johnson-O'Malley funds through the State Office of Education. Mr. Dan Iyall, representing the State Office, visited Camp Chitwhin during the first week for a two hour visit to evaluate our total program.

During the two weeks preparation before camp, the Neighborhood Youth Corps and members of the Youth Opportunity Program aided the camp staff in preparing the camp grounds. Miss Hannah Singhose, C.A.P. health nurse, directed the staff first aid instruction and provided necessary first aid equipment for our operation.

Miss Nancy Edwards of Tacoma directed the educational efforts at Camp Chitwhin. Her special education in primary language arts, her creative ability and inexhaustive enthusiasm made her an invaluable asset to the program. She was ably aided by Mrs. Pat Achepohl, who donated time and talents specifically in relation to science and art.

Our program this year attempted to combine science and art with reading to create an exciting and challenging atmosphere for learning. Considering that the children volunteered to attend camp, our program had to be both enjoyable and beneficial for each child. We attempted to refrain from the normal school connotations such as class, pupil teacher, etc. There was group participation in all activities, but the goal was to "capture the childs' interest", not capture the child and enforce his interest. The most important educational medium at Camp Chitwhin was the experience.

It was our philosophy that learning of a classroom nature was neither appropriate nor feasible for our camp program. Education at Camp Chitwhin involved the total experience of the child. The process approach to reading, science and art depended primarily upon learning by doing.

In conjunction with our educational goals in terms of language and oral expression, we hoped to: develop attitudes of individual and collective responsibility; enchance self-pride and respect for others; provide recreation for all age levels and create a wholesome atmosphere of acceptance and understanding. It cost each child one dollar for insurance coverage to attend Camp Chitwhin.

Personally, I was excited about the educational program this year. Considering staff size and training as well as the conditions under which our program operated, I felt we were successful. But the key lies in building upon the failures and successes of the present program to develop a comprehensive educational program in the future along the philosophical guidelines of a process approach. For it is the total child... not his particular use of grammar or reading ability...which will make the future adult. His concept of himself and his contribution to society are dependent upon the way his interests are guided and the importance placed upon his individuality. Each individual looks upon each experience in his own unique perspective. The information which he gathers from that experience and incorporates into himself for future use depends solely

upon his definition of its usefulness. By capturing a child's interest and exciting inquisitiveness, as well as creating an atmosphere where a child can feel comfortable in expressing his thoughts and feelings, one has unlocked the door to self education.

Educational - Recreational Activities

A. Education

In relation to reading, several approaches were used in the primary grades. Some examples were:

1. Combining Art and Reading.

In combining reading and art, the children were motivated through stories and poems to express themselves with artistic imagination...followed by dictating the stories about their creations to someone at a typewriter. In this way the children expressed themselves freely, without fear of spelling or punctuation difficulties. They also saw their words appear on the typewritten page as they were spoken. The importance of words...and the importance of the individual's expression was easy to recognize as children waited in line for the chance to dictate. For example, the boys were read Maurice Sendak's Where the Wild Things Are. They were then given a chance to paint their own "Wild Thing" and then tell about it to a "secretary".

The girls, on the other hand, began by mixing primary paints to determine what constituted the intermediate colors. Then, as a group, they constructed a color wheel and discussed the emotions or moods of the different colors. After being read a poem "What are Colors" based on Christina Rossetti's poem, "What is Pink?," they dictated their own stories about how colors made them feel, why they liked their favorite color or where color came from.

2. Skits based on Myths

The children were divided into several small groups with an adult with each group. Centering around the theme of Myths, the children created their own myths such as "How the skunk got its smell." or "How the leopard got its spots". As a stimulant for imagination, the story "How the Finch Got its Color" which carried the moral of patience as a virtue was used. The children, creating their own myths, developed skits. These skits were performed in front of parents and other campers on Saturdays. This opportunity to dramatize their ideas in performance gave the children a chance to see immediate results of their efforts and to verbalize in front of adults and peers. The giggles and laughter at the story creations and characters were the desired by-product of enjoyable learning.

3. Story telling and camp fire stories

Listening is a large part of learning and reading. Quoting

from Albert J. Harris' book, How to Increase Your Reading Ability: "Children who have spent many pleasureable hours listening to stories...usually look forward to reading with eager anticipation. "The stories told were basically personifications of forest animals and the natural surroundings. The purposes of this approach were:

a. It was an interesting and non-threatening medium to express basic social or interpersonal realities and ethical values through analogy.

b. Through empathy towards animal characters, hopefully, attitudes of conservation and ecology would be vicariously transmitted.

c. Most importantly, we hoped to instill a favorable attitude towards reading. As the groups progressed in age, there were more requests for the "scary" type of story. We were able to discuss at these advanced age levels the importance of stories and reading as well as the Cultural value of myths and legends.

4. Collages

These are pictures cut from magazines and reassembled again in a new arrangement on another piece of paper. Whether funny or serious in nature, the project involved unlimited imagination. Encouraged to make their pictures look real, the children easily gained confidence in their ability to make "good" pictures. The skills required were cutting, pasting and imagination. Some children titled their collages and others wrote or dictated stories about their creations.

5. Scrap books

The primary (1-3) grades made scrap books which included all the stories, paintings and pictures they had made during camp. Also included were pages (written or drawn) which described some of the activities they had been involved with during the camp session. Creating his own book is meaningful to a child. It is also something to take home and read later - a good carry over - especially reading his own stories.

6. Treasure hunts and skavanger hunts

These were chosen because they offer competitive fun for the children as well as requiring them to read clues and to "think" in order to understand them. As the children grew older, the clues were written in code and had to be deciphered and reassembled to make a meaningful sentence.

This practice of unlocking words and decoding is a basic skill to the process of reading.

7. Charades

Charade games were played during camp fire and rainy days. This small form of drama served as a catalyst for freedom of expression for all age groups.

8. Rock hunt

Painted rocks with a word on each rock were hidden throughout the campgrounds. Several teams competitively searched for the rocks...which formed the instructions...which led them to the prize.

9. Films

Films were introduced this year to our program through the Center for the Study of Migrant and Indian Education in Toppenish, Washington. "The Loon's Necklace" was used in relation to our skits and myths - "The Little Mariner" related to imagination and "The Hunter and the Forest; a Story Without Words" pointed out the importance of sound effects for our radio stories.

10. Table games such as Scrabble, Spill and Spell, Probe, Dig and Word puzzles were also used extensively during the rainy days and late evening activities.

Examples of Intermediate Reading Program were:

1. Radio Stories

The children were divided into small groups, each group collectively delivering a story to be tape recorded, with sound effects. Involving the creative skills of oral expression, sequencing and listening (to oneself and others), the stories were an easy and exciting means of drmatization for this sensitive age level.

2. "Movie" productions

This project involved coordinating the slide projector and tape recorder to make a movie. For example, the poem "Casey at the Bat" by Earnest Lawrence Thayer was recorded (partially narration, partially choral reading as well as sound effects). The children chose important segments of the poem and then slides were taken of the children acting out the poem. When the slides were developed and returned, they put them in proper sequence to coordinate with the tape recorder. On the Saturday "premieres"

the audience was a bit biased...along with free popcorn and Kool-aid. This project, itself, involved the skills of sequencing, summarizing, interpreting, expressive reading, ordering, choral reading...not to mention group participation.

B. Science:

Using the forest as a classroom, the children were virtually surrounded by nature.

1. Forest floor:

The children were divided into small groups and taken out to a moist area of the forest. Beginning with the top layer, they noted what made the forest like it was. From the top layer of pine cones, insects, seeds and leaves; the interrelationship between corresponding layers containing parasites, moss and fungi were discussed. Each layer was separated and returned to camp for further study under a magnifying glass.

2. Spider tree:

Spiders were caught and placed upon branches anchored in plaster paris. The web designs and the nature of this food trap is a fascination for young and old alike.

3. Terrariam

Built from glass and plaster paris, this "little world" contained many items brought back by the children from the forest floor. Insects, moss, water, sunlight, oxygen and all other components of our surrounding environment were discussed and observed in their delicate relationship within our own "mini-world". Besides a good science project, it was a lesson in ecology for all.

4. Ant farm:

An ant colony was located near the camp and transported to an ant farm. The children watched with fascination as the ants dug tunnels, collected food from a feeding-hole and re-established themselves in their new home.

5. Aquarium

Using the pond located behind the camp, the children collected minnow, water bugs, snails and plant life, and developed their own weekly aquarium.

6. Nature hikes:

Hikes were taken into the surrounding forest. All types of plant and animal life in their natural surroundings were observed and discussed.

7. Insect Collection:

Insects were collected and pinned to an insect board. As incentive, the child's name who caught the insect was included along with the label.

8. Leaf design and mushroom spore studies.

C. Field Trips:

1. Quinault Fish Hatchery

Children were given a tour of the hatchery. Besides the excitment of all those fish, they were shown displays of the different stages of the egg development.

2. Lake Quinault - Tribal history

Mr. Guy McMinds, a tribal member, guided the children around Lake Quinault on a launch. He pointed out some of the historical landmarks, related several cultural aspects of the lakes as well as explanations of the salmon spawning habits. It was truly an experience combining science, culture and the thrill of a boat ride.

D. Arts & Crafts

1. Slide creations

A fail-safe art project for all ages. Oil, water and food coloring are placed on a glass slide along with seeds, onion skin, hair, lint, etc. The slide is sealed with masking tape to another slide. When projected onto a screen, interesting images are created. When the children saw their own slides, they invariably offered picture projections which is a reading skill in itself.

2. Carving

Mr. Jim Plougman and Mr. Ben Charley from Taholah came out to camp and taught some basic skills in carving. They carved for each child a small canoe which, hopefully, would interest the child in the Arts and Crafts program in the village.

3. Painting projects - free expression, rock painting, finger painting, as well as brush and pen artwork.

4. Plaster paris mosaics

5. Beadwork

We worked in conjunction with the arts and crafts program in Taholah in an attempt to develop interest in tribal culture. With stories, songs and crafts, we hoped to develop a culture transmittal to enhance self-identity through tribal identity.

E. Recreation

The recreational facilities at Camp Chitwhin were improved this year by the creation of our own "fishing hole". Mr. Phillip Martin, in conjunction with the Quilcene Fish Hatchery, donated approximately 1,500 rainbow trout... catchable size. The boys spent many enjoyable hours fishing...and brought back some fine trout and some tall tales from the pond.

Other activities included swimming, hiking, softball, volley ball, basketball, archery, field hockey, boating, badminton as well as a myriad of outdoor activity games and indoor table games. Mrs. Laurie Herman of Taholah came out to camp several times each week to instruct the children in swimming.

Mr. Myron Stutzman, Educational Coordinator, C.A.P. secured the equipment, planned and led a (3 day-22 mile) hike with High School Youth through the Enchanted Valley of the Olympic National Forest. He was aided by Mr. Tom Kidd of Seattle. When the hikers returned to Camp Chitwhin on 14 August, Mr. Dave Oualey entertained them around the camp fire with his guitar. A professional guitar player, his mastery of the strings marveled young and old alike, for a community gathering which lasted till after midnight.

Camp Chitwhin; July-August, 1970
A "flexible" daily schedule

8:00 Rise and Shine
8:30-9:00 Breakfast
9:00-9:30 Clean-up
9:30-10:30 Education-Science-Reading
10:30-11:30
11:30-12:00 Elastic half hour
12:00-12:30 Lunch
12:30-2:00 Arts and crafts
2:00-4:00 Recreation (hikes, swimming)
4:00-5:30 Personal Interest Activities (science, educational games)
5:30-6:00 Dinner
6:00-7:30 Small groups-communication skills-skits-story creation
7:30-9:00 Outdoor recreation
9:00 Campfire

Lights out were set according to age group
End of DAY (Whew)

The staff for Camp Chitwhin consisted of: Miss Nancy Edwards as teacher; Mrs. Pat Achephohl, teacher; Mrs. Clara Seymour, head cook; Daymond Cole, assistant director; George Obi, boy counselor; Pearl Capoeman, girl counselor and Francine Rosander, cook's aide. I thank the staff for a good year filled with triumphs and tribulations.

The success of any program is dependent upon the involvement of resource people within the community. Mr. James Trant, C.A.P., and Mr. Joe DeLaCruz, C.A.P. provided vital assistance throughout the summer by helping build facilities on weekends, showing continued interest and support as well as aid in providing necessary operational assistance. Mr. Myron Stutzman, C.A.P. was invaluable as our link to the outside world, coordinating assistance in time of crisis and directing the hike in the Enchanted Valley. A special word of thanks goes to Mr. Del Boyer, B.I.A. and community member, and Mr. Dave Purdy, tribal councilmen, whose continued donated assistance throughout this season for the children of Taholah makes me wonder in grateful awe at the breadth of their shoulders and the size of their hearts. Without these men, as well as so many more who donated time, muscle and materials, the Camp Chitwhin program would have been almost impossible to operate. This community project is truly a dream becoming reality for the Quinault Indians.

ATTENDANCE - CAMP CHITWHIN - 1970

Date	Children	Adult
July 14-18	47	17
" 21-25	38	23
" 28-Aug. 1	26	13
Aug. 4-8	23	9
" 11-15	53	11
" 17-18	21	66

Recommendations for Improvements:

1. Build adequate swimming facilities involving the Army Corps of Engineers.
2. Construct a fourth cabin to allow for increased camp attendance.
3. Construct a building behind the kitchen for supply storage. Consolidation of recreational, educational and arts and crafts equipment is a necessity as the camp operation enlarges. This building could easily be converted into kitchen facilities as the need arises.
4. Secure communication equipment so that contact with Taholah could be immediate in case of emergency. This would also save time in supplying the camp with necessities for operation.
5. Increase the camp staff to include one man to be in charge of facilities. This would free the Camp Director for more involvement in the actual program.

6. Hire a camp director with a back ground in Educational Psychology. Recommendations will be provided. He should be hired at least three months before the program actually begins.

7. Improve the water source for the camp.

8. Provide a camp vehicle due to wear and tear on personal vehicles.

9. Begin a follow-up program to assess the effectiveness of the educational program.

10. Defined educational involvement in the fields of Natural Science-Environmental conditions permit a myriad of possibilities.

11. Necessary supplies for facility construction should be obtained far in advance of the program.

12. Contact resources individuals within the state in reading, drama, music and science for possible suggestions and involvement.